



Music Policy

Policy Statement

- 1.1 At Wyton on the Hill Primary School, we believe that music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world.
- 1.2 Music at Wyton on the Hill Primary School is based on the attainment targets set out in the National Curriculum.
- 1.3 The policy reflects the consensus of opinion of the whole teaching staff and has the support and agreement of the Governing Body.
- 1.4 The implementation of this policy is the responsibility of all the teaching staff.

Aims

The teaching of Music develops our pupils' ability to listen and appreciate a wide variety of music of different genres and to make judgements about their own and other people's performances. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also develops self-discipline, creativity, aesthetic sensitivity and fulfilment.

Our aims in teaching music are to:-

- develop the awareness and musical creativity of all pupils
- encourage children to enjoy and participate in musical activities
- encourage children to respond as individuals and also be able to work co-operatively
- encourage children to appreciate music of different genres
- enable all children to participate in whole class music making
- encourage children to develop critical faculties with regard to their own and others' performances, so that they are able to improve their own work and make constructive comments on the work of both their peer groups and of professional musicians.

(These aims are not in any set order and should not be read as a list defining importance. All aims have equal value.)

Entitlement

- 3.1 All pupils will have equal access to the curriculum at a level appropriate to their age and ability.
- 3.2 Music activities are planned in such a way as to encourage full and active participation by all children. The programme of study for Music set out in the National Curriculum allows for planning to encompass the needs of all pupils. The use of Inclusion Development strategies and resources to promote independence will be incorporated into all Music lessons.

Implementation

- 4.1 Music may be taught in a variety of ways as part of the term's topic, or as a blocked unit of time.
- 4.2 All pupils have discrete music lessons according to the school's long term curriculum plan. Within the class lessons, there are opportunities for group, paired and individual work. Collective Worship and Assemblies also present opportunities for whole school singing, listening and performing. Visits from music education specialists and other national / local musicians are used to enrich the curriculum.
- 4.3 Children learning how to play a musical instrument will be given opportunities to perform.
- 4.4 This subject will be taught in conjunction with our Equal Opportunities Policy, Inclusion Policy and the school's Special Educational Needs Policy.
- 4.5 Computers, the internet and ICT equipment will be used to support musical study where appropriate but it is recognised that, outside the school workplace, not all children have access to this equipment.

Teaching and Learning: Pedagogy and Resources

- 5.1 The school encourages the use of as great a range as possible of teaching approaches in Music, as suggested in the National Curriculum.
- 5.2 Knowledge, skills and understanding are taught through:
 - a) a range of musical activities that integrate performing, composing and appraising.
 - b) responding to a range of musical and non-musical starting points.
 - c) working on their own, in groups of different sizes and as a class.
 - d) a range of live and recorded music from different times and cultures.
- 5.3 Activities will be planned in such a way as to encourage full and active participation by all children irrespective of ability, in accordance with the school's Teaching, Learning and Assessment Policy.
- 5.3 The school's Music resources are generally stored in the school hall.
- 5.4 There are clear links between music and some other areas of the curriculum. Work in Music may give support to work in literacy, citizenship, PSHE and Art.

Teaching and Learning: General Progression

- 6.1 Class teachers will ensure that they are building on what children already know, by undertaking activities at the beginning of a study unit, which give them an idea of children's level of knowledge and understanding.
- 6.2 As they progress through Key Stage 1 and 2, pupils are expected to sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They will be given opportunities to improvise, and develop their own musical compositions in response to a variety of stimuli with increasing personal involvement, independence and creativity. They will explore their

thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

- 6.3 Planning will be carried out with the support of the Subject Leader to make sure that children move forward in their understanding of musical concepts and development of Music skills as well as increasing their level of knowledge about music.

Assessment, Recording and Reporting

- 7.1 Assessment in Music follows the whole school Teaching, Learning and Assessment for Learning Policy.
- 7.2 Each class teacher is responsible for assessing, recording and reporting children's progress and attainment in music.
- 7.3 Formal and informal assessment is used to inform planning and teaching on a session by session basis.
- 7.4 Assessments will be undertaken within each study unit. These will be linked to the learning objectives for the study unit and appropriate records of these assessments will be kept.
- 7.5 Evidence of attainment will be collected continuously by observing, questioning, talking and listening and examples of work, reflecting a range of abilities.
- 7.6 Attainment in the Foundation Stage is assessed according to descriptors within the Development Matters document, with particular reference to Creative Development and Personal, Social and Emotional Development.

Monitoring

- 10.1 The Head teacher, Senior Leadership Team and Music Subject Leader review standards and progress in Music on a regular basis. This is done in a variety of ways, which may include sampling pupils' work, monitoring teacher planning and evaluation of study units, discussion with pupils and observation of teaching. The purpose of the monitoring is to ensure consistency throughout the school in the provision, teaching and resourcing of Music, and to provide additional support and guidance where needed.

Review

- 11.1 The Music Subject Leader will review this policy annually. Any suggested amendments will be discussed with the Head teacher and staff and will be presented to Governors when appropriate.